

**AN ERROR ANALYSIS IN USING CONDITIONAL SENTENCE TYPE II
AT THE FIRST SEMESTER OF THE TWELFTH GRADE
OF SMAN 1 PESISIR SELATAN PESISIR BARAT
IN THE ACADEMIC YEAR OF 2017/2018**



A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1- Degree

By

NOVA LENA

NPM. 1311040285

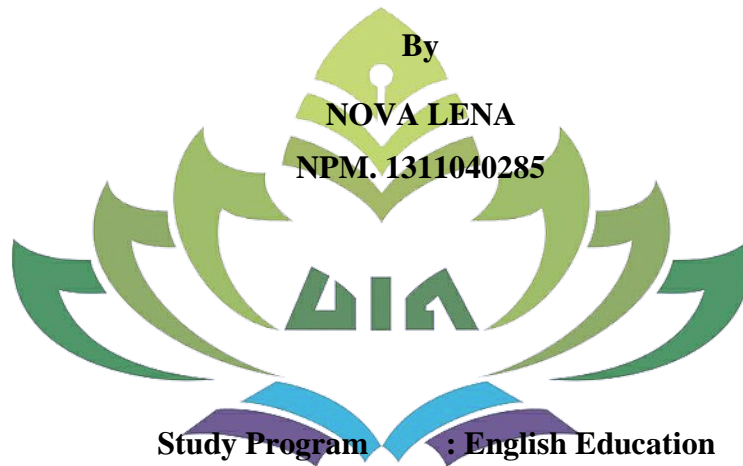
Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
1439 H /2018 M**

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Advisor : Bambang Irfani, M.Pd
Co-Advisor : Yulan Puspita Rini, M.A

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ABSTRACT

An Error Analysis in Using Conditional Sentence Type II at the First Semester of the Twelfth Grade of SMAN 1 Pesisir Selatan Pesisir Barat in the Academic Year of 2017/2018

By:

Nova Lena

Making error is a fundamental process in the students' learning. Teacher should pay attention to these problems in order to give correction and explanation to the students. This research is intended (1) to find out the types of errors that the students made in using type two of conditional sentence based on Surface Strategy Taxonomy (2) to find out the proportion (frequency and percentage) of errors made by the students in using conditional sentence type two.

The research employed the descriptive qualitative research analysis. The subject of the research was the students at the First Semester of the Twelfth Grade of SMAN 1 Pesisir Selatan Pesisir Barat in the Academic Year of 2017/2018, while the sample of 27 students. In data collecting technique, the researcher used documentation of students' task that was given by their English teacher. Then, the researcher analyzed the students' errors in their sentences based on Surface Strategy Taxonomy, they are omission, addition, misformation, and misordering.

After analyzing the data, the researcher found that there are 148 incorrect items out of 270 sentences. The proportions (frequency and percentage) of the students error in using conditional sentence type two are omission errors 38 items or 25.68%, addition (Simple Addition) errors with 33 items or 22.30%, misformation (Alternating Form) errors with 69 items or 46.62, and misordering with 8 items or 5.40%. Therefore, the result of the research shows that misformation errors are the highest error made by the students.

Keyword: *Conditional Sentences Error Analysis, Error and Mistake, Type Two of Conditional Sentence.*



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ADMISSION

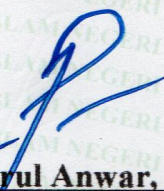
A thesis entitled: "AN ERROR ANALYSIS IN USING CONDITIONAL SENTENCE TYPE II AT THE FIRST SEMESTER OF THE TWELFTH GRADE OF SMAN 1 PESISIR SELATAN PESISIR BARAT IN THE ACADEMIC YEAR OF 2017/2018", by: NOVA LENA, NPM: 1311040285, Study Program: English Education was tested and defended in the examination session held on: Thursday, December 14th, 2017.

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MOTTO

أَلَا إِنَّهُمْ هُمُ الْمُفْسِدُونَ وَلَكِن لَّا يَشْعُرُونَ ﴿١٢﴾

Are not they indeed the mischief-makers? But they perceive not.(Al-Baqarah: 12)¹



¹Available on, http://www.theonlyquran.com/quran/AlBaqarah/English_Mohammed_M_Pickthall/?ayat=11. Accessed on Oct 29th, 2017

DECLARATION

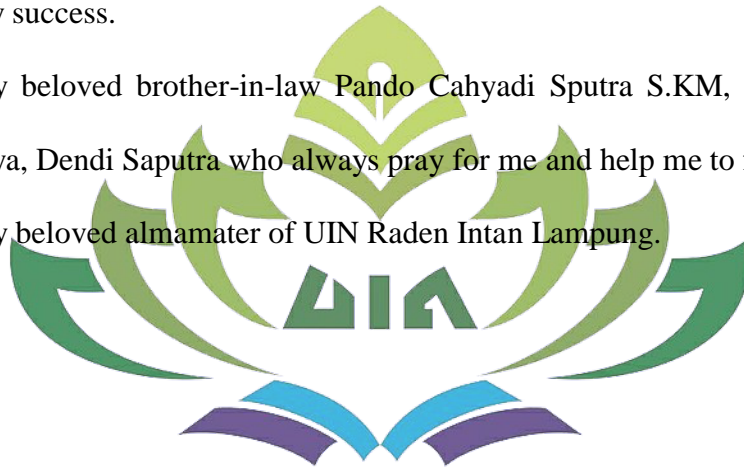
Hereby I state the thesis is completely my own work. I am fully aware that I have quoted some statements and ideas from other sources, and they are properly acknowledged in my paper.



DEDICATION

This thesis is dedicated to:

1. My beloved parents Mr. Fauzi Basri and Mrs. Susanti who always give me support, spirit, and pray for my succes.
2. My beloved sister and younger brother Misdalena S.Pd, Dahlia, Yeli Yana, Sefta Sanjaya, Dovi Saputra who always support and give me suggestion for my success.
3. My beloved brother-in-law Pando Cahyadi Sputra S.KM, Hendri Gunawan Jaya, Dendi Saputra who always pray for me and help me to finish my thesis.
4. My beloved almamater of UIN Raden Intan Lampung.



CURRICULUM VITAE

The name of the writer is Nova Lena. She was born in Biha, 10th of April 1995. She is the fourth child of six children of Fauzi Basri and Susanti.

The writer graduated from elementary school of SDN 1 Biha, Pesisir Selatan Pesisir Barat, graduated in 2017, and then continued her study in SMPN 1 Pesisir Selatan Pesisir Barat and graduated in 2010. In the same year she continued her study at SMAN 1 Pesisir Selatan Pesisir Barat and graduated in 2013. In 2013 she registered as a student of English department of State Islamic University of Raden Intan Lampung.



ACKNOWLEDGMENT

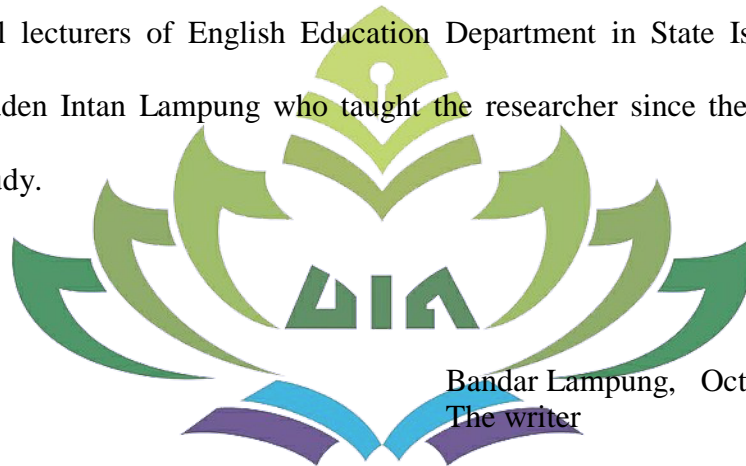
First of all, all praises be to Allah, the Most Beneficent and the Most Merciful, for His blessing and mercy which is given to the writer during his study and in completing this final task. Then sholawat and salam be upon the prophet Muhammad SAW.

This script is presented to the English study program of State Islamic University Raden Intan Lampung. The primary aim/purpose of writing this script is to fulfill the requirement to obtain S1 degree. Therefore, the writer would like to thank the following people for their ideas, time, and guidance for this script:

1. Dr. H. Chairul Anwar, M.Pd, the dean of Tarbiyah and Teacher Training Faculty State Islamic University Raden Intan Lampung.
2. Meisuri, M.Pd, the chairman of English Education study program at State Islamic University Raden Intan Lampung.
3. Bambang Irfani, M.Pd, the advisor for giving guidance and helping her to finish the thesis.
4. Yulan Puspita Rini, M.A, the co-advisor for giving guidance and supervision to finish this thesis.
5. Drs. Jakfar Daury, the headmaster of SMAN 1 Pesisir Selatan Pesisir Barat for allowing her to conduct the research at the school and Krisna Wati S.Pd,

as English teacher for giving contribution while she was conducting the research at the school.

6. Her best friends: Winda Julianti, Mahfud Saefuddin, Yogi Ardiyanto, Farid Jahidin S.Pd, Ratna Juwita, Nella Pitriana, Rohayu Selpiani, Neni Lestari, Helen Malinda, Lusita Anjelina S.IP, and all friends of class G in English Education Department 2013 of State Islamic University Raden Intan Lampung who cannot be mentioned individually here.
7. All lecturers of English Education Department in State Islamic University Raden Intan Lampung who taught the researcher since the first year of her study.



Bandar Lampung, October 2017
The writer

Nova Lena

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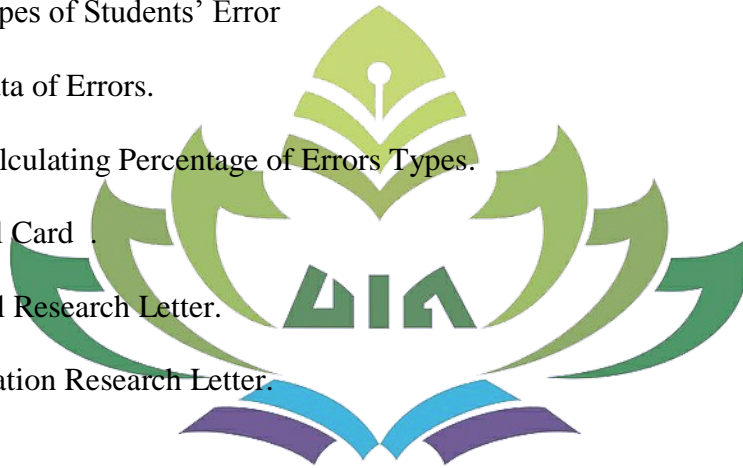
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Students should be able to communicate by using English in written form. By using written form, they can communicate through word or write language and arrange the words. Starting from arranging the letter, combining the words to others, creating a sentence, making a paragraph, until pouring the topic or idea into a written form which is able to be gotten the meaning by the readers. Writing can be used to express thought, ideas and feeling in the written form.

Writing is language skill that involves language production and therefore often referred to as productive skill.¹ As language production writing can be used as a way to communicate because students can express ideas or thought and feeling.

Writing is a kind of activity where can express their thought, feeling and ideas in the interesting form. A writer can express everything on their papers since those are their stage where she or he can show what is on their mind. This can be easy for a professional writer to express their ideas through written form, but not for learners especially those who learn foreign English language.

¹ Jeremy Harmer, *The Practice of Language Teaching* (New York: Longman Publishing, 2000) p. 16

If we are talking about writing, surely it is related to language. Language is a tool to communicate to each other. We can apply the language as a tool for communicating our ideas and thoughts to others. In our life, we always use a language. Language leads everything in our daily life.

Allah SWT, in holy Quran said about good communication in surah An Nisa/4:63:

أُولَٰئِكَ الَّذِينَ يَعْلَمُ اللَّهُ مَا فِي قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ وَعِظْهُمْ وَقُلْ لَهُمْ فِي أَنْفُسِهِمْ قَوْلًا بَلِيغًا ﴿٦٣﴾

“those are the ones of whom Allah knows what is their hearts, so turn away from them but admonish them and speak to them a far-reaching word”. (An Nisa/4:63)²

This verse told about how to warn a community with good communication. The verse can be interpreted as fluent precising talking, clear interoperating, and able to inform the message well. Besides that, by domain it touched, it can be called as effective speaking.

Talking about language, English is an international language which is used by people all the world . “The mastery of good English is deemed as having an edge

² Al-Qur'an 3 Bahasa: Arab, Inggris, Indonesia, Inggris, (Depok: Al-Huda Kelompok Gema Insani) Al- Qolam: 1, p.1138

and can bring a lot of advantages in many ways.”³ English can fasten relationship among all countries in the world in all fields, such as tourism, science, technology and business. English is very needed in today’s era. That is why every country must have language of their town.

In Indonesia, English has been the most important foreign language. English has been established as one of the subjects in the formal education. English is taught as a compulsory subject in junior high school and senior high school and in universities for several terms. It shows that the students must have English skills.

Between Indonesia and English language, there are some differences in structure and rules. For instance, in Indonesia language, it is no change in verb but it is different in English. Mostly, Indonesian students are still influenced by their mother tongue (first language) on the approach to the new language (second language). That is why, the students find difficulties in using English correctly, especially in grammar.

“Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.”⁴ There is no language without grammar or structure. Structure or grammar is one of the basic components of language which must be learnt by students. The students are expected to be able to communicate

³ Ahmad Taufik Hidayah, Error Analysis on The Use of The Simple Tense and The Simple Past Tense in Writing Essays Among TESL College Students, *International Journal of Education and Research*, Vol, 1 No. 12 (December 2013), p. 2

⁴ H. Douglas Brown, *Teaching by principles an Interactive Approach to Language Pedagogy* (2nd ed) (London: Longman, 2001), p. 362

in English using grammatical correctly. There are many rules in grammar that cannot be ignored such as articles, parts of speech, tenses, modal, etc. Part of the grammar that is considered to be most difficult to learn for Indonesian students is tenses.

Based on the preliminary research, this research will be at SMA Negeri 1 Pesisir Selatan Pesisir Barat. The school still applies K13 (Kurikulum 2013). The researcher gained some data taken by the English teacher in SMA Negeri 1 Pesisir Selatan Pesisir Barat, Miss KrisnaWati, S.Pd. She said that her students have difficulty in writing skill. Her students get difficulty in apply conditional sentence type II in constructing sentences.⁵

To strengthen the statement, the researcher presented the data as follows:

Table 1.1
Preliminary Research Data of Conditional Sentence Type II Score of the Twelfth Grade of SMA Negeri 1 Pesisir Selatan Pesisir Barat

No	Score	Number of Students in XII IPS 3	Percentage
1	≥ 70	7	25.93%
2	<70	20	74,07%
Total		27	100%

Source: English Teacher in SMA Negeri 1 Pesisir Selatan Pesisir Barat

⁵KrisnaWati, *English Teacher in SMA Negeri 1 Pesisir Selatan Pesisir Barat*

Based on the data above, many students got bad score because their score was under standard score. Standard score in the school is 70. There were 27 students of class XII IPS 3. From the table we can see that only 7 students got standard score and 20 students got under standard score.

There are some previous studies about conditional sentence as follows: the first studies conducted by M Yusron Lathif, entitled *A Descriptive Analysis of Students' Ability in Composing Conditional Sentence of the Second Year Students of SMK Diponegoro Salatiga in the Academic Year 2013/2014*. It was found that students didn't master the tenses as a basis of learning conditional sentence, they don't know the use of verb in each type of conditional sentence and they were still unconfident in composing conditional sentence. Then the students ability in composing conditional sentence are: 1 students out of 28 students or 4% the level of English grammar mastery is excellent, then 3 students out of 28 students or 11% the level of English grammar mastery are good and 7 students out of 28 students or 25% the level of English grammar mastery are fair and 9 students out of 28 students or 32% the level of English grammar mastery are poor, the last 8 students out of 28 students or 28% the level of English grammar mastery are worse.⁶

⁶M Yusron Lathif, *A Descriptive Analysis of Students' Ability in Composing Conditional Sentence of the Second Year Students of SMK Diponegoro Salatiga in the Academic Year 2013/2014*, S1 Thesis, Salatiga: IAIN Salatiga, 2015.

Secondly a research conducted by Anita Jayanti, entitled *Improving Students' Understanding of Conditional Sentence Type I by Using Substitution Drills at the First Year of SMK Islamiyah Ciputat*. The result of the research shows that students' understanding mastering the conditional sentence type 1 is more improved than before. Their motivations are also improved after using substitution drills in class. Those are proved by the result of questioners and the improvement of students' percentage from pretest to posttest 1 and posttest 2. It shows that there 15,92% improvement from pretest to posttest and 71,05% improvement from posttest 1 to posttest 2.⁷

In contrast to previous studies, there are similarities in topic about conditional sentence. It can be concluded that are significant differences of previous studies to this research. The researcher only focused the type of error in using conditional sentence type II based on surface strategy taxonomy because based on preliminary research English teacher said that, students have difficulty in apply conditional sentence type two, because type two is more difficult than type one and type three will learn at the second semester of the twelfth grade.

Students are difficult to apply the rule of conditional sentences in constructing the sentences because the students are confused to apply the tenses in main clause and if clause because they are different tenses. Specifically, it happens

⁷Anita Jayanti, *Improving Students' Understanding of Conditional Sentence Type I by Using Substitution Drills at the First Year of SMK Islamiyah Ciputat*, S1 Thesis, Jakarta: UIN Syarif Hidayatullah, 2011.

in conditional sentences type II. In the verbal sentence, the students are wrong in using the verb. In the main clause, the tense has to use v1 because it is followed by would. After modal, it has to be followed by v1. The students are sometimes wrong by using v2. In the if clause, it has to use past tense. The verb in the past tense is v2. The students are wrong by using v1. Besides, in the nominal sentence, the only be that is used in conditional sentence type II is were for all subject.⁸ But the students are sometimes wrong by using was for the subject I, he, she, it.

Based on the background of the problem, the researcher conducted a research entitled: An Error Analysis in Using Conditional Sentences Type II at the First Semester of the Twelfth Grade of SMAN 1 Pesisir Selatan Pesisir Barat in Academic Year of 2017/2018.

B. Identification of the Problem

Based on background above, the researcher identified the problems as follows :

1. Students got some confuses in grammar on conditional sentences.
2. The students still found difficulties in applying conditional sentence type II in constructing sentences.
3. The students made errors in using conditional sentence type II in constructing sentences.

⁸Shyla K. Lamde and EkaMulyaAstuti, *FOTWARD for Vocational School Grade X*. (Jakarta: Erlangga 2013) p.85

C. Limitation of the Problem

Based on the identification of the problem, the researcher focused on analyzing the students' errors in using conditional sentences type II. Categorizing the error is based on surface strategy taxonomy.

D. Formulation of the Problem

Based on the research background, the writer formulated the problem statement as follows:

1. What are the types of errors made by the students in using conditional sentence type II based on surface strategy taxonomy at the twelfth grade of SMAN 1 Pesisir Selatan Pesisir Barat?
2. What are the proportions (frequency and percentage) of errors made by the students in using conditional sentence type II at the twelfth grade of SMAN 1 Pesisir Selatan Pesisir Barat?

E. Purpose of the Research

Based on the problem statements, the objectives of the study in this research are:

1. To identify and classify the types of errors made by the students in using conditional sentence type II based on surface strategy taxonomy at the twelfth grade of SMAN 1 Pesisir Selatan Pesisir Barat.

2. To know and describe the proportions (frequency and percentage) of errors made by the students in using conditional sentence type II at the twelfth grade of SMAN 1 Pesisir Selatan Pesisir Barat.

F. Significance of the Research

This research is expected to give the following benefits:

1. Theoretically, this research is expected to give information about grammatical errors on the students' in using conditional sentence type II , with the expectation that the students in the future can increase their capability.
2. Practically, this research is expected to inform english teacher about kinds of error, so the teacher can help their students in teaching learning grammar in using conditonal sentence type II well.

G. Scope of the Research

Scopes of the research are as follows:

1. Subject of the Research

The subject of the research was the students of the twelfth grade of SMA Negeri 1 Pesisir Selatan Pesisir Barat.

2. Object of the Research

The object of the research was the students' error in using conditional sentence type II.

3. Place of the Research

The research was conducted at SMA Negeri 1 Pesisir Selatan Pesisir Barat.

4. Time of the Research

The research was conducted at the first semester in the academic year of 2017/2018.



CHAPTER II

FRAME OF THEORIES

A. Concept of Error Analysis

Inevitably, the students can make errors in the process of language learning. The students' error is very important to be analyzed and corrected. Analysis is needed to know students' error. Error analysis is the way to know the students' error by identifying, analyzing, and classifying the error into kinds of error.

Error analysis is study or an effort to observe, analyze and classify the students' errors. It also expresses that the teacher will guide the students to avoid errors, both the students and the teacher need to study hard. So, it will be very useful for the language teacher to have an error analysis. This is emphasized by Brown that Error analysis is the fact that learners do make errors, and those errors can be observed, analyzed, and classified to reveal something of the system operating within the learners, led to surge of study of learners' error.¹

Error analysis can keep us too closely focused on specific language rather than viewing universal aspects of language.² In this case, the students' error gives benefit such as error tells the teacher how far the students have progressed to reach the goals, errors provide evidences of how language is learned and what

¹ H. Douglas Brown, *Principles of Language Learning and Teaching* (New York: Longman, 2007) p. 218

² Ibid, p. 219

strategies the learners are employing and the students to learn can use error. While analyzing students' error, it is important to describe what kind of errors that the students made. The purpose is to know the causes of error and students can learn from that.

Corder describes the benefits of analyzing the students' error are: The study of error is part of the investigation of the process of language learning. It provides us with a picture of the linguistic development of a learner and may give us indications as to the learning process, and remedial exercises could be designed and focus more attention on the trouble spots. It is the learner who determines what the input is. The teacher can present a linguistic form, but this is not necessarily the input, but simply what is available to be learned.³

Error analysis is not only beneficial to teachers, syllabus designers and textbook writers by showing them a students' progress, but it is also significant to researchers and to the learners. It can show researchers what strategies learners use to learn a language and also indicate the type of errors learners make and why. When a learner has made an error, the most efficient way to teach him or her correct forms is not by simply giving it to a learner, but by letting the individual discover the error and test different hypotheses. Error analysis is conducted not only in order to understand errors, but also in order to use what is learned from error analysis and apply it to improve language.

³Corder, *Techniques in Applied Linguistics* (London: Oxford University Press, 1974), p. 125

In conclusion, error analysis helps linguists realize that although errors sometimes obstruct communication, they can often facilitate second language learning, and they play a significant role in training teachers and helping them identify and classify learners' errors, as well as helping them construct correction techniques.

There are some procedures to analyze the error according to Ellis: identifying errors, describing errors, evaluation errors, and error explanation.

1. Identifying errors

The first step in analyzing learner errors is to identify them. To identify errors we have to select the wrong sentence. After we know the errors' sentences then compare the sentences learners produce with what seem to be the normal or 'correct' sentences in the target language which correspond with them.

2. Describing errors

Once all the errors have been identified, they can be described and classified into types. There are several ways of doing this. One way is to classify errors into grammatical categories. The errors were classified based on surface strategy taxonomy those include four types of errors according to Dulay those are:⁴

- a) Omission Error
- b) Addition Error

⁴Endang Fauziati, *Readings on Applied Linguistics*(Surakarta:Muhammadiyah University,2009)p.135

c) Misformation Errors

d) Misordering Errors

3. Explaining errors

The identification and description of errors are preliminaries to the much more interesting task of trying to explain why they occur.

4. Error evaluation

Where the purpose of the error analysis is to help learners learn an L2, there is a need to evaluate errors. Some errors can be considered more serious than others because they are more likely to interfere with the intelligibility of what someone says. Teachers will want to focus their attention on these.⁵ Because the purpose of this research are to find kinds and proportions of errors made by students, then the writer only took two steps of the four steps suggested by Ellis, identifying errors and describing errors.

B. Concept of Error and Mistake

Both of error and mistake have similar meaning, but, they have difference in language. It is important to differentiate between error and mistake. Otherwise, some of people are still misunderstanding about the definition of them. To clarify the different between them here are some definitions from experts that define both error and mistake.

⁵ Rod Ellis, *Second Language Acquisition* (New York: Oxford University Press, 1997) p. 15-

Brown different them in his statement. He said that error is noticeable deviation from the adult grammar or a native speaker reflecting the Interlingua competence of the learner.⁶ While he argues that, a mistake refers performance error that is either a random guess or a 'slip' in that is failure to utilize a known system correctly.⁷

Dulay states that error is the flawed side of learner speech and writing. They are those parts of conversation or composition. Those deviate from some selected norm of mature language performance.⁸ Corder states that, the errors of performance will characteristically be unsystematic and the errors of competence are systematic.⁹ It means that by seeing the statements of Dulay above, the unsystematic error is called mistake that refers to the performance error. It is caused by hesitation or slips of the tongue to use language system correctly. Meanwhile, the systematic error is called error that refers to the competence error. It is caused by the lack of the learners' competence to use language system correctly.

From the statement above, it is clear that error and mistake are different. Error is a result from lack of knowledge of rules of language. The learners cannot know error because they do not know that they have done something wrong. It caused by the lack knowledge of language, the learners cannot correct by themselves and

⁶ H. Douglas Brown Op. Cit p. 217

⁷ Ibid, p. 170

⁸ Heidi Dulay et.al, *Language Two*, (New York: Oxford University Press, 1982) p.138

⁹ Corder, Op. Cit, p. 10

they need explanation about it. It refers to language competence that shows learners' ability in using language. The different is learners can know mistake because it refers to language performance but the learners can correct themselves. It is the result of imperfection in producing speech. The learners know about the rules to make good sentences but condition make they do error. QS. Al-Baqarah has been explain about error but they do not know that they done something.

أَلَا إِنَّهُمْ هُمُ الْمُفْسِدُونَ وَلَكِنْ لَا يَشْعُرُونَ ﴿١٢﴾

Are not they indeed the mischief-makers? But they perceive not. (Al-Baqarah: 12)¹⁰

An error is generally something that is repeated more than once by the students. However, a mistake is something that is done once by accident. For example, when learning a language, students can make an error because they do not understand the grammar, then an error is repeated in the other times. Whereas, the students who have understand the grammar but state a wrong thing it is called mistake, they understand it but they make a mistake.

Dulay.et.al. states that people cannot learn language without first systematically committing errors.¹¹ It means that, all of the language learners made errors when they learn the language, because that is including language acquisition process. It can be said that it is normal when students do some errors while learning language.

¹⁰ Available on, http://www.theonlyquran.com/quran/AlBaqarah/English_Mohammed_M_Pickt_hall/?ayat=11. Accessed on Oct 29th, 2017

¹¹ Dulay, et.al. Op. Cit p. 138

We must collect all of the wrong sentences before we analyze it. The first job to do is identifying those errors. But practically we cannot always tell the difference between error and mistake without careful analysis. Sometimes, if, on one or two occasions, an English learner states '*john cans sings*,' but on the other occasion says '*john can sing*,' it is difficult to determine whether '*cans*' is a mistake or an error. But in this case, the writer does not want to difference them. All of the deviations include error. This is emphasized by Dulay that we use error to refer to say deviation from selected norm of language performance, no matter what the characteristics or causes of the deviation might be.¹²

In this research, practically, the researcher holds on the idea proposed by Dulay,et.al. as the basis of determining the deviation done by the learners. In short, any deviation would be considered as an error.

C. Sources of Error

According to Brown in Arafat, there are three causes of error which are interlingual transfer, intralingual transfer, context of learning and communication strategies.

1. Interlingual transfer

The beginning stages of learning a second language are caharacterized by a good deal of interlingual transfer from the native language, or interference. It

¹² Ibid, p. 139

is a phenomenon in which native language influences the target language, so the learner produces erroneous utterance.

In these early stages, before the system of the second language is familiar, the native language is the only linguistic system in previous experience upon which the learner can rely. All these errors are attributable to negative interlingual transfer from the native language, many such errors are detectable to negative interlingual transfer from the native language, many such errors are detectable in learner speech, fluent knowledge in detecting and analyzing such error. For example: We go to the Bandung yesterday. The sentence is wrong, for the correct is “We went to Bandung yesterday”. In this case the students do not change the present verb into past form (2nd) that state the adverb of time past activities. This rule does not occur in Bahasa Indonesia.

2. Intralingual Transfer

Intralingual Transfer or Intralingual Interference is negative transfer if it is within the target language is a major factor in second language learning, or put another way. Intralingual transfer is a phenomenon in which the learner makes errors because of overgeneralization in target language is caused by the grammatical rules of the target language itself as the result of adequate knowledge of the learners in the target language, for example:

- a. Did jestia can sing? (incorrect)
- b. Could jestia sing? (correct)

3. Context of Learning

A third major source of error is the context of learning. It refers to the classroom context the teacher or the textbook or even because of a pattern that was rottenly memorized in a drill but not properly contextualized. For example: - He was good boy (incorrect)

-He was a good boy (correct)

4. Communication Strategies.

Communication Strategies are defined and related to learning styles. Th students have to communicate one to another by special styles and strategies about to whom they make communicating too, where they have to be used. So for learners obviously use production strategies in order to enhance in getting their meassage across, but at times these techniques can themselves become a source of error.¹³

¹³Yasir Arafat (Thesis), An Analysis of Students' Grammatical Errors in Using Modals in Their Writing, (Bandear Lampung: STKIP PGRI Bandar Lampung, 2011)

D. Types of Error

Dulay et al present the most useful and commonly used bases for the descriptive classification of errors.¹⁴ Errors can be described by using different kinds of taxonomy, namely, linguistic category, surface strategy, comparative taxonomy, and communicative effect..

1. Linguistic Category Taxonomy

The linguistic category classification “carries out errors in terms of where the error is located in the overall system of the TL based on the linguistic item which is affected by the error”. It indicates in which component of language the error is located.

2. Surface Strategy Taxonomy

The surface strategy taxonomy is classification system “based on the ways in which the learner’s erroneous version is different from the presumed target version”. It highlights the ways the surface structures deviate. For example, learners may omit necessary items or add unnecessary ones; they may misform items or misorder them. By using surface strategy taxonomy the error classification can give a clear description about cognitive process that underlie the learner’s reconstruction of the new language or language being learned. It also makes us aware that learners’ errors result from their active way in using the interim principles to produce the target language. Under this category,

¹⁴Dulay, et.al., Op. Cit p. 144

errors can be classified in to four types: omission, addition, misformation, and misordering.

3. Comparative Taxonomy

The classification of errors in comparative taxonomy is based on comparison between structures of second language errors and certain other types of constructions. If we are to use comparative taxonomy to classify the errors of an Indonesian learning English, we might compare the structure of the student's errors to that of errors reported for children acquiring English as a first language.

4. Communicative Effect Taxonomy

This type taxonomy classifies errors based on “the perspective of their effect on the listener or reader”. It deals much with distinguishing between errors that seem to cause miscommunication and those that do not. Research on this matter has shown that errors that reflect the overall organization of the sentence usually do not hinder communication. Based on this taxonomy, categorize errors into “Global Error” and “Local Errors.”

Based on the statements above, the materials are suitable for the students have to be known by the teacher by having the input from those who involve in education field, because in teaching- learning process not only involve both, teacher and students but also the materials itself. If the students have many problems in learning process, it is the teachers' duty to help and guide them as someone who

has the most role in teaching –learning process. In this research, the writer will use surface strategy taxonomy to analyze the students’ errors in using Conditional Sentences type 2. Therefore, surface strategy taxonomy is described further below.

E. Concept of Surface Strategy Taxonomy

James States that surface strategy taxonomy is classification system “based on the ways in which the learner’s erroneous version is different from the presumed target version”.¹⁵ It highlights the ways the surface structures deviate. For example, learners may omit necessary items or add unnecessary ones; they may misform items or misorder them. By using surface strategy taxonomy the error classification can give a clear description about cognitive process that underlie the learner’s reconstruction of the new language or language being learned. It also makes us aware that learners’ errors result from their active way in using the interim principles to produce the target language. Furthermore James states that under this category, errors can be classified in to four types: omission, addition, misinformation, and misordering.¹⁶

1. Omission

Dulay et.al, states that omission is characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word

¹⁵*Ibid*, p.144

¹⁶*Ibid* p.135

in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others.

For instance:

(Erroneous) : I not angry with you.

(Correct) : I **was** not angry with you.

The **bold** word is omitted in which should appear in well-formed utterance. It is the verb *amor was* that should have come after the subject. In Conditional Sentences type 2, most errors are found in the formation of simple past tense, e.g.

(Erroneous) : Angel *cookin* in the kitchen yesterday.

(Correct) : Angel **cooked** in the kitchen yesterday.

The **bold** word is omitted in which should appear in well-formed utterance.

There has omission of *-ed* that should have been the suffix for *cook*.

Furthermore, Dullay et.al (1982) states that omissions are found in greater abundance and across a greater variety of morphemes during the early stages of second language acquisition. As the examples above, language learners omit grammatical morphemes much more frequently than content words¹⁷.

2. Addition

Addition errors are the opposite of omissions. This error is characterized by the presence of an item which must not appear in a well-formed utterance. It

¹⁷Dulay et al, Op. Citp.154,155,158

usually occurs in the later stage of second language acquisition when the learner has already acquired some target language rules. There are three types of addition; they are double marking, regularization, and simple addition. These are the explanations:

a. Double Marking

Double marking happens when two items rather than one are marked for the same feature. For instance : (In Past Tense).

(Erroneous) : if Angel did not went there yesterday, I would be sad.

(Correct) : if Angel did not **go** there yesterday, I would be sad

There is double marking of form 2. In conditional sentences type 2, most errors are found in the formation of simple past tense.

b. Regularization

A rule typically applies to a class of linguistic items, such as the class of nouns. In addition, Errors in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker are called Regularization errors. The example of this error can be seen in the term of regular, an irregular forms and construction in a language. The learner often applies the rules to produce the regular one to those that are irregular.

For instance, in the sentence:

(Erroneous) : Laura **came**d to her mother house 2 months ago. There has regularization of regular past, the verb **come** does not become **came**d, because **come** is irregular verb .

(Correct) : Laura **came** to her mother house 2 months ago.

c. Simple Addition

Simple addition is a term to express an error in which an addition is not a double marking nor regularization. For instance, in the sentence:

(Erroneous) : I *can played* the game.

There has simple addition of verb one after modal .

(Correct) : I **can play** the game.

3. Misformation

Misformations errors are characterized by the use of the wrong form of the morpheme or structure. Dulay et al mentions that there are three types of misformations errors, they are:

a. Regularization Errors

Errors that belong to this category are those in which a regular marker is used in place of an irregular one, as in **runned** for **run**, **hissel** for **himself** for **gooses** for **geese**. For instance, in these following sentence:

(Erroneous) : He *rided* his motorcycle.

There has wrong change of verb *ride*, it should be *rode*.

(Correct) : He **rode** his motorcycle.

b. Archi forms

Archi forms are the errors in which the learners select the member of class form to represents others in that class of certain function. For instance, in this following sentence:

(Erroneous) : **This** pencils are mine.

This is not appropriate for plural, the appropriate one is **these**.

(Correct) : ***These** pencils are mine.*

c. Alternating Form

Alternating forms are caused by the use of archi-forms that often gives way to the apperiantly fairly free alternation of various members of class with each other. For instance, look at these sentence below:

(Erroneous) : I *written* a letter yesterday.

The form of the verb *written* is wrong, the correct one is *wrote*, because the example is past santence.

(Correct) : I **wrote** a letter yesterday.

4. Misordering

These errors are characterized by the incorrect placement of morpheme or group of morphemes in an utterance. For instance, look at these sentences below:

(Erroneous) : I did not know why was she sad. The placement tobe was is wrong.

(Correct) : I did not know why she was sad.

F. Concept of Conditional Sentences

1. Definition of Conditional Sentences

Conditional Sentences are used to show that action in the main clause (without if) can only take place if a certain condition (in the clause with if) is fulfilled. For example if I studied hard, I would get high mark. Conditional sentences have two parts : the if caluse and the main clause in the sentences as in : if I studied hard, I would get high mark, ‘if I studied hard’ is the if caluse and ‘I would get high mark’ is the main caluse.¹⁸

Martinet and Thomson in Abbas say that aaconditional clause is a type of adverbial. The event described in the main clause depends on the condition describes in the conditional clase. For example :If it rains, we will get wet.If it rain : conditional clause. We will get wet: main clause¹⁹

According to Frank the conditional sentence are devided into three; (a.) Real conditions that are possible to be realized. They often refer to one event in future, (b.) Real conditions may be used in general statement about repeated events, (c.) Such conditions are either impossible to realize or are not likely to be realized in the near future.²⁰

¹⁸ Abbas Mustafa Abbas, “Conditional Sentences in English and akaurdish: A Contrastive Study”. *Al-Fatih Journal*, No. 50 (August 2012), p.41

¹⁹ Ibid, p 41-42

2. Types of Conditional Sentences

The types of conditional sentences are:

a. Type 1

Table 2
Form and Example of Future Possible

Result Clause	If Clause
Simple future/simple present S + will + v1 + O/A/C S + V1 + O/A/C I will go to school. I write to my parents every week.	Simple present If + S V1 + O/A/C If it does not rain. If I have enough time.
If Clause	Result Clause
Simple present If + S V1 + O/A/C If it does not rain. If I have enough time	Simple future/simple present S + will + v1 + O/A/C S + V1 + O/A/C I will go to school. I write to my parents every week.

b. Type 2

Table 3
Form and Example of Present Unreal

Result Clause	If Clause
Would + simple form S + would + V1 + O/A/C I would go to school. ¹ I would write to my parents	Simple past If + S + V2 + O/A/C If it did not rain. If I had enough time now.
If Clause	Result Clause
Simple past If + S + V2 + O/A/C If it did not rain. If I had enough time now.	Would + simple form S + would + V1 + O/A/C I would go to school. I would write to my parents

²⁰ Frank, Marcella. *Modern English : exercises for non-native speakers*. (Englewood Cliff- New Jersey 1972) p.31

c. Type 3

Table 4
Form and Example of PastUnreal

Result Clause	If Clause
Would + have + V3 S + would + have + V3 I would have gone to school. I would have written to my parents yesterday	Past perfect If + S + V3 + O/A If it had rained If I had had enough time now
If Clause	Result Clause
Past perfect If + S + V3 + O/A If it had rained If I had had enough time now	Would + have + V3 S + would + have + V3 I would have gone to school. I would have written to my parents yesterday ²¹

The previous statement, conditional sentences has three type. The first type the if clause uses simple present tense and the result clause uses simple future tense. The second type the if clause uses past tense and the result clause uses past future tense, and the third type the if clause uses past perfect tense and the main clause uses pas future perfect tense. Based on theories above, the researcher focused on conditional sentence type 2.

3. Form of Conditional Sentences

Conditional sentences is formed by the uses of the present simple in the if clause followed by a comma thye present simple in the result clause. You can also put the result clause first without using a comma between the caluses.

Example : if he comes to town, we have dinner.

Or

We have dinner if he comes town.

²¹Ibid, p 32-33

Conditional type 1 is formed by the use of the present simple in the if clause followed by a comma will verb (base form) in the result clause. You can also put the result clause first without using a comma between the clauses. Example : if the finishes on time, we will go to the movies. Conditional type 2 is formed by the use of the past simple in the if clause followed by a comma would verb (base form) in the result clause. You can also put the result clause first without using a comma between the clauses. Example : if they had more money, they would buy a new house. Conditional type 3 is formed by the use of the past perfect in the if clause followed by a comma would have past participle in the result clause. You can also put the result clause first without using a comma between the clauses Example: if Alice had won the competition, life would have changed.

4. Functions of Conditional Sentences

- True in the present/ future tense

1. Form true in the present/future tense:

If + simple present +, will future

example : If I find her address, I will send her an invitation.

The main clause can also be at the beginning of the sentences. In this case, don't use comma.

Example : I will send her an invitation if I find hervaddresss

The functions is to shoe/ explain plan, and possibility/ probability

For example

- If you don't have breakfast, you will be hungry
- If the magazine is on my table, you can take it.
- If you came early you will not get punish from our headmaster

2. Use true in the present/future tense:

Conditional sentences type 1 refer to the future. An action in the future. An action in the future will only happen if a certain condition is fulfilled by that time. We don't for sure whether the condition actually will be fulfilled or not, but the conditions seems rather realistic, so we think it is likely happen.

Example : if I find her address, I will send her an invitation.

I want to send an invitation to a friend. I just have to find her address. I am quite sure, however, that I will find it.

• Untrue in the present/ future time

1. Form untrue in the present/ future time

If + simple past, main clause with Conditional 1 (=would + Infinitive)

Example : if I found her address, I would send her an invitation.

The main clause can also be at the beginning of the sentences. In this case, don't use comma.

Example : I would send her an invitation if I found her address

2. *Were instead of Was*

In if clause type 2, we usually use, were even the pronoun is *I, he, she, or it*.

Example : if I were you, I would not do this

The function of conditional sentence type two is to explain our imagination.

For example

- If the price of gasoline were only Rp. 1000 I would be very happy.
- What would you do if you found \$100.000 on the street.
- If I had a lot of money, I wouldn't stay here.

3. Use untrue in the present/ future time

Conditional Sentences type 2 refer to situations in the present. An action could happen if the present situation were different. I don't really expect the situation to change, however. I just imagine „*what would happen if...*”

Example : if I found her address, I would send her an invitation.

I would like to send an invitation to a friend. I have looked everywhere for her address, but I cannot find it. So now I think it is rather unlikely that I will eventually find her address.

• Untrue in the past tense

1. Form untrue in the past

If + past perfect, main clause with Conditional 2

Example : if I had found her address, I would have sent her an invitation.

The main clause can also be at the beginning of the sentences. In this case, don't use comma.

Example : I would have sent her an invitation if I had found her address.

2. Use untrue in the past

Conditional sentences type 3 refer to situations in the past. An action could have happened in the past if a certain condition had been fulfilled. Things were different then, however. We just imagine, what would have happened if the situation had been fulfilled.

Example : if I had found her address, I would have sent her an invitation.

Sometime in the past, I wanted to send an invitation to a friend. I didn't her address, however. So in the end I didn't send heer an invitation.²²

G. Concept of Conditional Sentences type 2

This conditional expresses a wish or expectation that contradicts to what is happening now or in the future. Conditional type 2 is formed by putting the simple past as the sub clause, and past future as main clause. The form:

If + subject + simple past + subject + would/could/might + Ve/Verbl

Example :

- If I had money money, I would buy a car.

(Fact : I don't have money to buy a car)

- She would not give you a present if you were lazy.

²² <http://hitsuke.blogspot.com/if-conditional-sentence/2009/05/e.html>

(Fact : you are not lazy, so she will give you a present)

- If it didn't rain tonight, I would invite you to see the movie tonight.

(Fact : I will not invite you to see the movie tonight because of the rain)

The further explanation about conditional sentence type 2 is also states by Azar.

It can be seen in this table.²³

Table 5
The Explanation Conditional Sentence Type II

Example	Explanation
a. If I taught this class, I wouldn't give test.	In (a): in truth, I don't teach this class.
b. If I had enough apples, I would bake an apple pie this afternoon	In (b): in truth, I don't have enough apples, so, I don't bake an apple pie this afternoon.

In the present unreal conditional, the form "was" is not considered grammatically correct. In written English or in testing situation, you should always use "were".

Example:

- If he were French, he would live in Paris.
- If she were rich, she would buy a yacht.
- I would play basketball if I were taller.

1. Use conditional sentence type II:

- When the supposition is contrary to know facts. For example:

²³ Betty Schramfer Azar, *Understanding and Using English Grammar*, 2nd Ed, (New Jersey: Prentice Hall Regent, 1989) p.348

Example : If I lived near my office, I would be in time for work. (But I don't live near my office).

If I were you, I would plant some trees round the house.(But I am not you).

- When we don't expect the action in the if-clause to take place:

Example : If a burglar came into my room at night, I would scream.(But I don't expect a burglar to come in)²⁴

2. Variation of the main clause:

- Might or could, may be used instead of would. For example:

Example : If you tried again you would succeed. (Certain result)

If you tried again you might succeed. (Possible result)

If I knew her number, I could ring her up. (Ability)

If he had a permit, he could get a job. (Ability or permission)

-The continuous conditional form may be used instead of the simple conditional form: For example:

Aram is on holiday; he is touring Spain. If I were on holiday I would/might be touring Spain, too.

- If + past tense can be followed another past tense when we wish to express automatic or habitual reactions in the past. For example:

Example :If anyone interrupted him, he got angry. (Whenever anyone interrupted him)²⁵

²⁴ Abbas Mustafa Abbas, Op. Cit p.47

²⁵ Ibid p.47

3. Variations of the if- clause:

Instead of *if + simple* , we can have.²⁶

- If + past continuous. For example:

If we were going by boat, I would feel much better

If my car was working, I would/could drive you to the station.

- If + past perfect. For example:

If he had taken my advice he would have been a rich man now.

Some statements with unreal conditions are impossible to realize at any time in the presents or future.

If i were you, I would get more rest. (the speaker can never be the other persen)

Other statement with unreal conditions apply only to the impossibility or realize in the present.

If I had enough money, I would take a vacation. (This statement indicates that the speaker does not have enough money now. The situation may change in the future, but the statement is not concered with this).²⁷

²⁶ Thomson & Martinet “ *Conditional Sentences in English and KURDISH : A Contrastive Study*”, Abbas Mustafa Abbas, Al-Fatih Journal, No 50, August 2012 .p. 47-48

²⁷ Frank, Marcella, Op. Cit. p 256

H. Analysis of Errors in Using Conditional Sentence Type II Based on Surface Strategy Taxonomy

Analysis and error become two things that often used to research in language learning. “Analysis is the detailed study of something in order to understand more about it.”²⁸ Analysis can be used to identify something occurred. Ellis explains the errors reflect the gaps in the learner’s knowledge; that is, an error is produced due to the fact that the learners cannot identify what is correct and incorrect.²⁹ Errors occur when the learners cannot understand what they have done, what is correct or incorrect.

Based on the explanation above, can be inferred that analysis of error is the process to investigate the learners’ errors, because they cannot identify their errors. So, this case may not occur again in next time. Analysis of errors are often used to investigating students’ errors in language learning, for instance in using conditional sentence type II.

Conditional sentence type II expresses a wish or expectation that contradicts to what is happening now or in the future. Conditional type 2 is formed by putting the simple past as the sub clause, and past future as main clause.³⁰ Conditional sentence type II uses two tenses of sixteen tenses which has some rules. So that,

²⁸ A. S. Hornby, *Oxford Advanced Learner’s Dictionary* (6thed) (New York: Oxford University Press, 2000), p. 41

²⁹ Rod Ellis, *Second language acquisition* (New York: Oxford University Press, 1997), p. 56

³⁰ Abbas Mustafa Abbas, Loc.Cit, p.55

why, grammatical errors often occur in using Conditional sentence type II. To classify the errors can apply surface strategy taxonomy.

Surface strategy taxonomy is one of the most common taxonomy used in analyzing language errors. Dulay defines it as the taxonomy that highlights the ways surface structures are altered: Learners may omit necessary items or add unnecessary ones: they may misform items or misorder them. In surface strategy taxonomy, there are four types of error such as omission, addition, misformation and misordering.³¹

Omission errors are categorized by the omitting item that should be appeared in a well-formed utterance. Meanwhile, addition errors are the opposite of omission. Addition errors have three types, such as double marking, regularization and simple addition. Misformation errors are characterized by the wrong form of the morpheme or structure. There are three types of misformation errors, such as regularization, archi-forms and altering forms. Misordering errors are characterized by the incorrect placement of a morpheme or group of morpheme in a well-formed writing.³²

Example using conditional sentence type 2 based on surface strategy taxonomy:

1. Omission

a. Erroneous : If He here right now, I wouldn't give test.

Correct : If He were here right now, I wouldn't give test.

³¹Dulay, et, al., Loc. Cit, p.154

³²*Ibid.* p. 154-162

b. Erroneous : If He here right now, Inot give test.

Correct : If he were here right now, I wouldn't give test.³³

2. Addition

- Double marking:

a. Erroneous : If She didn't came , She wouldn't meet my brother.

Correct : : If She didn't come , She wouldn't meet my brother.

b. Erroneous : If She didn't came , She wouldn't met my brother.

Correct : If She didn't come , She wouldn't meet my brother.³⁴

- Regularization:

a. Erroneous : If I have enough money, I would go with you.

Correct : If I had enough money, I would go with you.

b. Erroneous : If I have enough money, I would went with you.

Correct : If I had enough money, I would go with you.³⁵

- Simple addition:

a. Erroneous : If Bob ask me to keep news a secret, I wouldn't tell anybody.

Correct : If Bob asked me to keep news a secret, I wouldn't tell anybody.

³³ Betty SchramferAzar, *Understanding and Using English Grammar*, Third Ed, (New Jersey: Prentice Hall Regent, 1989) p.415

³⁴ *Ibid*, p.422

³⁵ *Ibid*, p.418

b. Erroneous : If Bob asked me to keep news a secret, I wouldn't telling anybody.

Correct : If Bob asked me to keep news a secret, I wouldn't tell anybody.³⁶

3. Misformation

- Regularization:

a. Erroneous : If I was you. I would accept their invitation.

Correct : If I were you. I would accept their invitation.

b. Erroneous : If I were you. I will accept their invitation.

Correct : If I were you. would accept their invitation.³⁷

- Archi-Form:

a. Erroneous : If had a stamps. I would mail this letter right now.

Correct : If had a stamp. I would mail this letter right now.

b. Erroneous : If had a stamp. I would mail this letters right now.

Correct : If had a stamp. I would mail this letter right now.³⁸

- Alternating Forms:

a. Erroneous : If I have enough time, I would watch TV.

Correct : If I had enough time, I would watch TV.

b. Erroneous : If I had enough time, I would watched TV.

Correct : If I had enough time, I would watch TV.³⁹

³⁶*Ibid*, p. 413

³⁷*Ibid*, p. 415

³⁸*Ibid*, p. 412

4. Misordering

a. Erroneous : If I didn't any have friends, I would be lonely.

Correct : If I didn't have any friends, I would be lonely.

b. Erroneous : If I didn't have any friends, I would lonely be.

Correct : If I didn't have any friends, I would be lonely.

Based on explanation above, analysis of errors in using conditional sentence type II based on surface strategy taxonomy are the process to identify and classify the types of error made by the students in Conditional sentence type II based on surface strategy taxonomy. The researcher focused to classify students' grammatical errors in using Conditional sentence type II based on surface strategy taxonomy, what the proportions of errors are made by the students.



³⁹*Ibid*, p. 413

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher considers that descriptive qualitative research is the appropriate way to be used. This consideration is derived by Schreiber that qualitative researchers tend to study things in their natural setting, attempting to make sense of or interpret phenomena in terms of the meaning people bring to them.¹

This research produces descriptive data in form of written words from the subject and its behavior can be observed. The type of qualitative research that used in this research focused on description. Schreiber states that descriptive studies simply describe some phenomenon using numbers to create a picture of a group or individual.²

Considering the statement above, the researcher sees the phenomenon of the research of the moment at the certain time. In this case, the researcher identified and described the errors made by students in conditional sentence type II. The

¹ James Schreiber and Kimberly Asner-self, *Educational Research* (New York: John Wiley & Sons, Inc., 2011) p. 10

² Ibid, p. 15

writer identified the errors and finally classify the errors based on Surface Strategy Taxonomy.

B. Research Subject

Research subject in this research was the twelfth grade of SMA Negeri 1 Pesisir Selatan Pesisir Barat. The researcher took one class of the twelfth grade of the twelfth grade SMAN 1 Pesisir Selatan Pesisir Barat for sample in this research. It was considered by using purposive sampling technique. "Purposive sampling is a sampling technique which takes the sample because some causes."³ Such as the researcher had particular purpose towards the sample and very limited time and funding. The researcher chose class XII IPS 3 as the research subject because English teacher said that her students have difficulty in writing skill. Her students get difficulty in apply conditional sentence type II in constructing sentences. Based on the data the students of class XII IPS 3 have under standard score at most.

C. Research Procedure

In conducting the research, the writer used procedure as follows:

1. Formulating the research and problems and determining the focus of the research.

The focused on the students' errors in using conditional sentence type II.

³ Sugiono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D* (Bandung: Alfabeta, 2015), P.

2. Determining the way to gain the data

It was taken based on writing task, the identified and classified the students' errors' in using conditional sentence type II.

3. Determining the research subject

The subject of this research was the students of the first semester of the twelfth grade of SMAN I Pesisir Selatan Pesisir Barat.

4. Taking the data

The researchertook the data based on the students' writing task.

5. Identifying and classifying the data

The researchidentified and classified the students' errors using conditional sentences type II. Then the researcher described the proportions (Frequency and percentage) of errors are made by the students.

6. Making report findings

After gaining the data, the researchermade the report of the researcher's finding.

D. Data Collecting Technique

Data collecting technique is the first main step in the research, because the main purpose of the research is to get the data. In qualitative research, there are four kinds to collect the data, such as observation, interview, documentation and

trialungation /composite.⁴ In order to get the data, the researcher used documentation. Document is the transcript of phenomenon to bygones. Document can be writing shaped, picture, or monumental works from someone.⁵ the researcher used document analysis as a technique in collecting the data.

E. Research Instrument

In qualitative research, the researcher must be “validated” how far she/he is ready to the research. The validation is done by the researcher itself, because he/she is as research instrument. The qualitative researcher is as human instrument, which determines the research focus, chooses the informant as source the data, does the collecting of the data, analyzes the data, makes the conclusion of his/her findings.⁶

In this research, the researcher used document of students’ writing task as research instrument. The students were asked to make some conditional sentences type two in the paper. The students were not allowed to copy other students’ work and asked to submit directly to the teacher. The researcher analyzed students’ conditional sentence type II based on surface strategy taxonomy.

⁴*Ibid*, p.224

⁵*Ibid*, p.240

⁶*Ibid*, p. 222

F. Data Analysis

Bodgan in Sugiono states, “Data analysis is the process of sistematically searching and arranging the interview transcripts, fieldnotes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others”.⁷ the researcher analyzed them through the following steps:

1. Collecting the data based on the students’ conditional sentence type II in their writing task.
2. Identifying and classifying the students’ conditional sentence type II by marking their errors based on surface strategy taxonomy, such as omission, addition, misformation and misordering.
3. Counting the number of each error and total number of errors made by the students.
4. Counting the percentage of errors for each type, the researcher used this formula:

$$P = \frac{\text{Number of each error}}{\text{Total number of errors}} \times 100\%^8$$

⁷*Ibid*, p. 224

⁸ Dinar Rizqi Amalia, Learner Errors in Writing Descriptive Text Made By Students of SMP Al Islam Kartasura, *Jurnal Penelitian Humaniora*, Vol. 17 No. 1 (2016), p. 72

CHAPTER IV RESULT AND DISCUSSION

A. Result of the Research

The main instrument of this research was documentation, the researcher asked the data of the students in using conditional sentences especially in type II from the English teacher. In collecting the data, the researcher asked the result of the twelfth grade students (XII IPS 3) of SMAN 1 Pesisir Selatan Pesisir Barat in using conditional sentence had collected by the teacher. error analysis there are, ommission,

As previously informed that there are four criteria in error analysis there are, ommission, addition, misformation and misordering. In this research, researcher only focused on clasifying and identifying the students tas in using conditional sentence type II. The researcher found made by 27 students are 148 error item .

Allah SWT, in holy Qur'an said that about errors that need to be fixed in surah Al Anfal/8:8;

لِيُحِقَّ الْحَقَّ وَيُبْطِلَ الْبَاطِلَ وَلَوْ كَرِهَ الْمُجْرِمُونَ ﴿٨﴾

“That the might justify truth and prove falsehood false, distasteful though it to be those in guilt”. (QS.Al-Anfal/8:8)¹

Therefore, reminding that forget and correct the wrong if accompanied by evidence and theories, it will strengthen the relationship. Because, human nature to do wrong and forget. For that, there must be in the midst of them mutual counseling-advising with truth and patience.

B. Types of Students Grammatical Errors in Using Conditional Sentences

Type II

Following are several samples of students grammatical errors in using conditional sentences type II based on Surface Strategy Taxonomy. The types of students' error can be seen in the appendix (*See Appendix 5*).

a. The Data of Students' Omission Errors

Omission errors are characterized by the absence of an item which must appear in a well formed utterance. In this research, the writer as a researcher found 38 items of errors. The following data presents the samples of the errors committed by the students. Therefore, the whole of data omission errors can be seen in Appendix 6.

¹ *Al-Qur'an 3 Bahasa: Arab, Inggris, Indonesia, Inggris*, (Depok: Al-Huda Kelompok Gema Insani) Al-Qolam: 1, p.1138

Table 6
Examples of Students' Omission Errors

No	The Student's Errors	Explanation	Corrections
1	If I bought new bike, I would bicycle around town	The tobe "be" should be add after "would"	If I bought new bike, I would <u>be</u> bicycle aroun town
2	She would spoke English, If She with Justin Bieber	The verb "met" should be add after subject "she"	She would spoke English, If She <u>met</u> with Justin Bieber
3	If I remebered You, I would sad	The tobe "be" should be add after "would"	If I remebered You, I would <u>be</u> sad
4	If I drove a car, I would carefully	The tobe "be" should be add after "would"	If I drove a car, I would <u>be</u> carefully
5	If alarm rang for 3 minutes, She would late	The tobe "be" should be add after "would"	If alarm rang for 3 minutes, She would <u>be</u> late
6	If my alarm rang, I would not late to school	The tobe "be" should be add after "would"	If my alarm rang, I would not <u>be</u> late to school
7	They would there, If They had much money	The tobe "be" should be add after "would"	They would <u>be</u> there If They had much money
8	If I a book, I would know everything	The verb "buy" should be add after subject "I"	If I <u>bought</u> a book, I would know everything
9	My bos would very pleased, if I finished the job	The tobe "be" should be add after "would"	My bos would <u>be</u> very pleased, if I finished the job
10	If I <u>speak</u> padangnese, They would over laugh	The tobe "be" should be add after "would"	If I <u>spoke</u> padangnese, They would <u>be</u> over laugh

b. The Data of Students' Addition Errors

Addition errors are characterized by the presence of an extra item which must not appear in a well-formed utterance. In this research, the students added unnecessary item in the form of the documentation and there were 33 items of addition errors. The following data presents examples of errors when they use conditional sentences type II. Therefore, the whole of data addition errors can be seen in Appendix 6.

Table 7
Examples of Students' Addition Errors

No	The Student's Errors	Explanation	Corrections
1	If I called my mom, I would <u>to</u> ask something	Addition of infinitive "to", it should be omitted	If I called my mom, I would ask something
2	If I <u>was</u> bought car, I would be happy	Addition of to be "was", it should be omitted	If I bought car, I would be happy
3	If my mother cooked, I would <u>be</u> bring some fried chicken	Addition of to be "be", it should be omitted	If my mother cooked, I would bring some fried chicken
4	If I was cooked, i would eat	Addition of to be "was", it should be omitted	If I cooked, i would eat
5	If I cooked chicken soup, I would <u>to</u> give to my friend	Addition of infinitive "to", it should be omitted	If I cooked chicken soup, I would give to my friend
6	If I asked Susi, I would <u>be</u> give my parents	Addition of to be "be", it should be omitted	If I asked Susi, I would give my parents
7	If I were smart, I would <u>be</u> get high score	Addition of to be "be", it should be omitted	If I were smart, I would get high score

8	If I <u>was</u> listened You, I would be happy	Addition of tobe “was” , it should be ommited	If I listened You, I would be happy
9	If You spoke English, She would <u>be</u> understand	Addition of tobe “be” , it should be ommited	I would understa If You spoke English, She would understandnd
10	If I <u>were</u> felt afraid, I would cry	Addition of tobe “were” , it should be ommited	If I were afraid, I would cry

c. The Data of Students' Misformation Errors

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. In this research, the students did misformation error in using conditional sentences type II. It had found there were 69 items of misformation errors. See the appendix 6 for the whole data of misformation errors. The following data presents samples of the misformation errors when the students making type three of conditional sentences.

Table 8
Examples of Students' Misformation Errors

No	The Student's Errors	Explanation	Corrections
1	If He <u>was</u> here, I would advise him not to enter the room	The word “was” should be replaced by “were”	If He <u>were</u> here, I would advise him not to enter the room
2	She would speak English, If She <u>meet</u> tourist in her village	The word “meet” should be replaced by “met”	She would speak English, If She <u>met</u> tourist in her village
3	If the bell rang, I would <u>went</u> to home	The word “went” should be replaced by “go”	If the bell rang, I would <u>go</u> to home
4	I would go and see her, If I <u>am</u> you	The word “am” should be replaced by “were”	I would go and see her, If I <u>were</u> you

5	If You <u>love</u> me, I would be happy	The word “ <i>love</i> ” should be replaced by “ <i>loved</i> ”	If You <u>loved</u> me, I would be happy
6	If I <u>be</u> the shop keeper, I would give You discounts	The word “ <i>be</i> ” should be replaced by “ <i>were</i> ”	If I <u>were</u> the shop keeper, I would give You discounts
7	If You knew my house, I would <u>visited</u>	The word “ <i>visited</i> ” should be replaced by “ <i>visit</i> ”	If You knew my house, I would <u>visit</u>
8	If I <u>listen</u> the coach, I would do the exercise very well	The word “ <i>listen</i> ” should be replaced by “ <i>listened</i> ”	If I <u>listened</u> the coach, I would do the exercise very well
9	If I <u>write</u> the lesson, I would remember it	The word “ <i>write</i> ” should be replaced by “ <i>wrote</i> ”	If I <u>wrote</u> the lesson, I would remember it
10	If You lived here, I would <u>felt</u> so happy	The word “ <i>felt</i> ” should be replaced by “ <i>feel</i> ”	If You lived here, I would <u>feel</u> so happy

d. The Data of Students' Misordering Errors

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. In this research, the students did misorder in their sentences. It had found there were 8 items of misordering errors. The following data were the sample of errors in making type three of conditional sentences.

Table 9
Examples of Students' Misordering Errors

No	The Student's Errors	Explanation	Corrections
1	If You were me, You would <u>crazy feel</u> with this schdule	Incorrect placement of verb " <i>feel</i> " should be placed after " <i>would</i> "	If You were me, You would <u>feel crazy</u> with this schdule
2	If my clock rang, I would <u>be not</u> late	Incorrect placement of negative form " <i>not</i> " should be placed after " <i>would</i> "	If my clock rang, I would <u>not be</u> late
3	If She rang the alarm, She would <u>early wake up</u>	Incorrect placement of verb " <i>wake up</i> " should be placed after " <i>would</i> "	If She rang the alarm, She would <u>wake up early</u>
4	If I <u>on the stage stood</u> , I would speak about my experience	Incorrect placement of verb " <i>stood</i> " should be placed after subject " <i>I</i> "	If I <u>stood on the stage</u> , I would speak about my experience
5	If I <u>called You</u> , I would <u>everyday meet you</u>	Incorrect placement of verb " <i>meet</i> " should be placed after " <i>would</i> "	If I <u>called You</u> , I would <u>meet you everyday</u>
6	If She <u>advise listened</u> , She would be carefu	Incorrect placement of verb " <i>listened</i> " should be placed after subject " <i>She</i> "	If She <u>listened advise</u> , She would be careful
7	If You felt happy, I would <u>feel not</u> sad	Incorrect placement of negative form " <i>not</i> " should be placed after " <i>would</i> "	If You felt happy, I would <u>not feel</u> sad
8	If my phone <u>not were</u> expensive, I would cry	Incorrect placement of negative form " <i>not</i> " should be placed after " <i>were</i> "	If my phone <u>were not</u> expensive, I would cry

To make description of students' error in using conditional sentence type II, Omission, Addition (Simple Addition), Misformation (Alternating form), and Misordering more clear, see the table below:

Table 10
The Classification of the Errors Committed by Each Students

Sample Number of Students	Kind of Students' Sentences Errors				Σ Errors
	O	A-SA	MF-AF	MD	
S1	2	-	3	-	5
S2	-	1	3	-	4
S3	2	5	5	-	12
S4	2	2	3	1	8
S5	2	-	4	-	6
S6	2	1	3	-	6
S7	1	2	3	-	6
S8	2	1	3	1	7
S9	1	1	-	2	4
S10	6	2	2	-	10
S11	3	-	4	-	7
S12	2	-	3	-	5
S13	-	2	4	-	6
S14	2	3	3	-	8
S15	1	1	3	-	5
S16	3	2	2	1	8
S17	-	2	1	-	3
S18	1	-	4	1	6
S19	1	-	3	1	5
S20	-	1	2	-	3
S21	1	-	-	-	1
S22	-	-	3	1	4
S23	1	2	1	-	4
S24	1	1	1	-	3
S25	-	2	2	-	4
S26	1	2	1	-	4
S27	1	-	3	-	4
Σ Errors	38	33	69	8	148

Source: Data Analysis

Explanation:

O : Omission errors

A-SA : Addition errors-Simple Addition

MF-AF : Misformation errors-Alternating Form

MD : Misordering errors

Based on the tabel above there are 148 incorrect items out of 270 sentences. The frequency of the students error in using conditional sentence type two are omission errors 38 items, addition (Simple Addition) errors with 33 items, misformation (Alternating Form) errors with 69 items, and misordering with 8 items, Therefore, the result of the research shows that misformation (Alternating Form) errors are the highest error made by the students.

C. The Percentage of Students' Grammatical Errors in Using Conditional Sentences Sentences

After collecting the data of students in making type two of conditionl sentences. The writer identified 10 sentences from each students by using Surface Strategy Taxonomy. They are: omission, addition, misformation, and misordering. Then she classified the types of errors and determined the frequency of them.

Based on the analysis, The total number of errors is 148 items. They were 33 items of addition errors, 38 items of omission errors, 69 items misformation errors, and 8 items of misordering items. After getting the data, the writer made the percentage of

the result of analysis. The result of this analysis showed that the highest percentage of errors is misinformation (46.62 %). The lowest one is misordering (5.40 %), while the other types of errors were omission (25.68%), and addition (22.30%). To be clearer see the table below:

Table 11
The Percentage of Students' Errors

Kinds of Error	Frequency	Percentage
Omission	38	25.68%
Addition	33	22.30%
Misinformation	69	46.62 %
Misordering	8	5.40 %
Total	148	100%

Source: Data Analysis

D. Discussion

After collecting the data from the students, the errors were identified and then they were classified based on Surface Strategy Taxonomy. Dulay states that the taxonomy that high lights the ways surface structures are altered: learners may omit necessary items and add unnecessary ones; they may misform items or misorder them.² Therefor, surface strategy taxonomy classifies into four: omission, addition, misinformation, and misordering.

Omission is characterized by the absence of an item that must appear in a well-formed utterance. The researcher found the number of ommision error is 38 items or

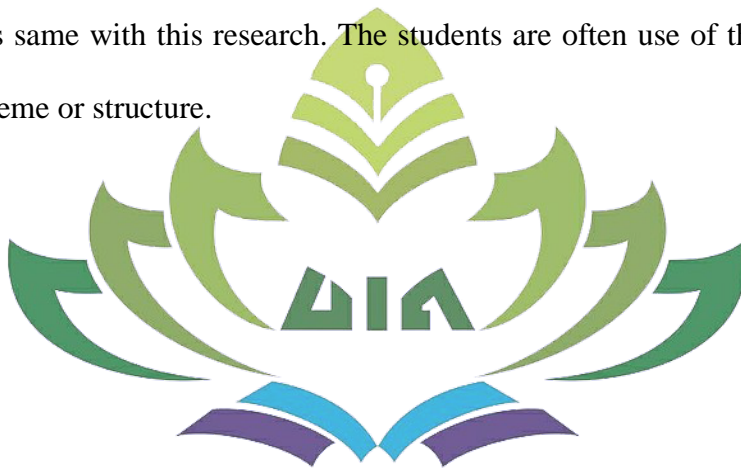
² Heidi Dulay, Marina Burt and Stephen Krashen, *Language Two* (New York: Oxford University Press, 1982) p.146

25.68%. In this case the students did such errors because they do not understand the use of grammar. Therefore, they omitted the important part in structure of the sentences. Meanwhile, addition is the presence of an extra item which must not appear in well-formed. In this case, the students made a lot of errors in their sentences, there are 33 items or 22.30 % of addition errors. They Add some items that should be no appear.

Furthermore, in this research, the students made a lot of errors in the form of misformation there is 69 items or 46.62%. As we know that misformation is the use of the wrong form of the morpheme or structure. Then, the students are still confused and have difficulties in using type two of conditional sentences because in this type using V2 and to be *were* in nominal sentence. The writer has found the total numbers of misordering error are 8 items or 5.40 %, as we know that misordering is incorrect placement of a morpheme or a group of morpheme or word utterance. Students are still incorrect placement of negative form and verb.

Based on the result of the research, the researcher found that the highest frequency of error made by the students based on surface strategy taxonomy is misformation with the percentage is 46.62%, followed by omission with the percentage 25.68% and addition with the percentage 22.30 % and the last is misordering with 5.40%. in tis research, researcher refering to other research as the previous research about error analysis by Dewi Rumaidah, entitled The Analysis of Students' Error Conditional Sentence Type III of the Twelfth Grade of SMA YP Unila Bandar Lampung in the

Academic Year of 2016/2017. She was found that there are 205 incorrect items of 360 sentences. The proportions of students' error in using conditional sentence type III omission error with 73 items or 33.60%, addition 33 items or 16.10%, misinformation error with 91 items or 44.90%, and the last misordering errors with 8 items or 3.90%. Therefore the result of the research shows that misinformation errors are the highest error made by students. From the previous research it can be concluded that the highest error happen in misinformation. The result of previous research is same with this research. The students are often use of the wrong form of the morpheme or structure.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The objectives of this research were to find out the kinds of error, frequency and percentage of errors made by students in using conditional sentence type II based on Surface Strategy Taxonomy at the first semester of the twelfth grade of SMA Negeri 1 Pesisir Selatan Pesisir Barat in the academic year of 2017/2018.

Based on the result of data analysis data, the researcher concluded that there were types of errors made by students in using conditional sentence type II based on Surface Strategy Taxonomy. They are in the form of: omission, addition, misinformation and misordering. Then the total number of errors committed by 27 students are 148 items.

Moreover, from 148 items errors the proportions (frequency and percentage) of the students error in using conditional sentence type II are omission error with 38 items or 25.68%, addition error with 33 items or 22.30%, misinformation with 69 items or 46.62% and misordering error with 8 items or 5.40%. Therefore, the result of the research shows that misinformation errors are highest error made by the students.

B. Suggestion

Based on conclusion above, the writer tries to give suggestion as follows:

1. For the english teacher

The teacher should inform these kinds of errors to the students. The teacher should give further practice about sentences and give example to use conditional sentence type II which are easily remembered by the students. It is better if the teachers use more English in learning and teaching process so the students will be more familiar with English.

2. For the students

The students should pay more attention in learning and teaching process. The students should have more practice in grammar, especially in using conditional sentence type II, and remember the grammatical pattern and rules, so the students can improve their English ability in using conditional sentence type II and reduce the error in using conditional sentence type II.

3. For the school

The school should provide some more English books to read by the students, so they can increase their knowledge.

4. For other researchers

It is necessary to the other researcher to conduct further research with the same object and different perspective in other grammatical pattern of English because many students have lack of grammar in their writing. Then, the researcher recommended to concern about grammar



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